Nom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Émission de cuisine**

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Vous êtes chefs fameux et vous avez une émission de cuisine qui passe à la télé toutes les semaines. Cette semaine votre équipe de chefs cuisine une recette française.

Le tournage de votre émission a lieu en classe. Il faut apporter toutes les ustensiles et les ingrédients en classe le jour de votre présentation. N’oubliez pas d’être sage ! N’apportez pas les vrais œufs ou la vraie farine ! Trouvez les choses qui **représentent** les vrais.

N’oubliez pas de choisir un nom original pour votre émission.

Il faut être convaincant ! Nous devons croire que vous êtes les vrais chefs fameux !

**Le crédit supplémentaire**: Cuisinez votre recette chez vous et filmez l’émission.

**Les points de grammaire importants :**

* Impératif (Ex : Allumez le gaz.)
* Le partitif : (Ex : de la farine)
* L’article défini (le, la, les)
* L’article indéfini (un, une, des)

**Succulent Un bon goût Berk**

|  |  |  |  |
| --- | --- | --- | --- |
| Use of Class Time | Class time was always used wisely and a great deal was accomplished. | Students were on-task most of the time. | Students needed to be reminded too often to be on-task. Class time was wasted. |
| Show nuts and bolts | All nuts and bolts requirements are met. | Almost all of the nuts and bolts requirements are met. | A good amount of the nuts and bolts requirements are missing. |
| Show Flow | There was a clear beginning, middle, and end to the show. Transitions were seamless. | There was an attempt to make a beginning, middle, and end to the show, but the flow is not quite right. Transitions were good, but could be worked on more. | A beginning, middle, and end were missing or not clear. The transitions were rough. |
| Show Authenticity | The audience believed you were famous chefs. | The audience believed you were chefs in training. | The audience thought you should go back to cooking school or choose a new career path. |
| Show Creativity | Creativity abounds. Lots of effort. Props enriched the presentation. | Some creativity took place. Good effort. Props were used, but needed improvement. | No imagination at all is apparent! Mediocre to lacking effort. Not enough props were used. |
| Delivery | The presentation is mostly not read, and does not seem overly memorized; there is a naturalness to the presentation. Notes are only used to remind a student of the next part. | The presentation is memorized, and notes are used only to remind a student of the next part. | The presentation is not memorized and notes are either read or referred to too often. |
| Grammar and Expression | No to few errors were made that impeded the comprehensibility of the message. A native speaker would understand the message without difficulty. | Some errors are made that impede the message comprehension; however, it is possible to deduce what the message was meant to be. | Many errors were made that impede message comprehension. It was sometimes difficult to understand the meaning of the message. |
| Pronunciation & Intonation | Sentences flowed quite smoothly. Effort for native-like pronunciation and intonation was present and strong. Evidence of concern for how the language sounds was strong**.**  No to few errors were made that impede the comprehensibility of the message. | Sentences flowed semi-smoothly. An effort to use native-like pronunciation and intonation was apparent, but weaker than is ideal. Word pronunciation was mostly accurate. Some errors were made that impeded the message comprehension; however, it is possible to deduce what the message is meant to be. | Many errors were made that impede the message comprehension. It was sometimes difficult to understand the meaning of the message. |